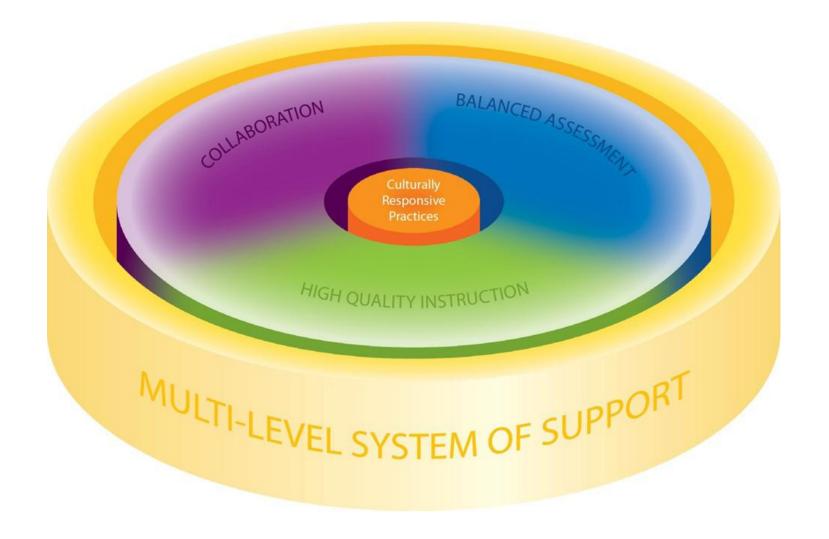
# How IDEA Funds Can Support General Education

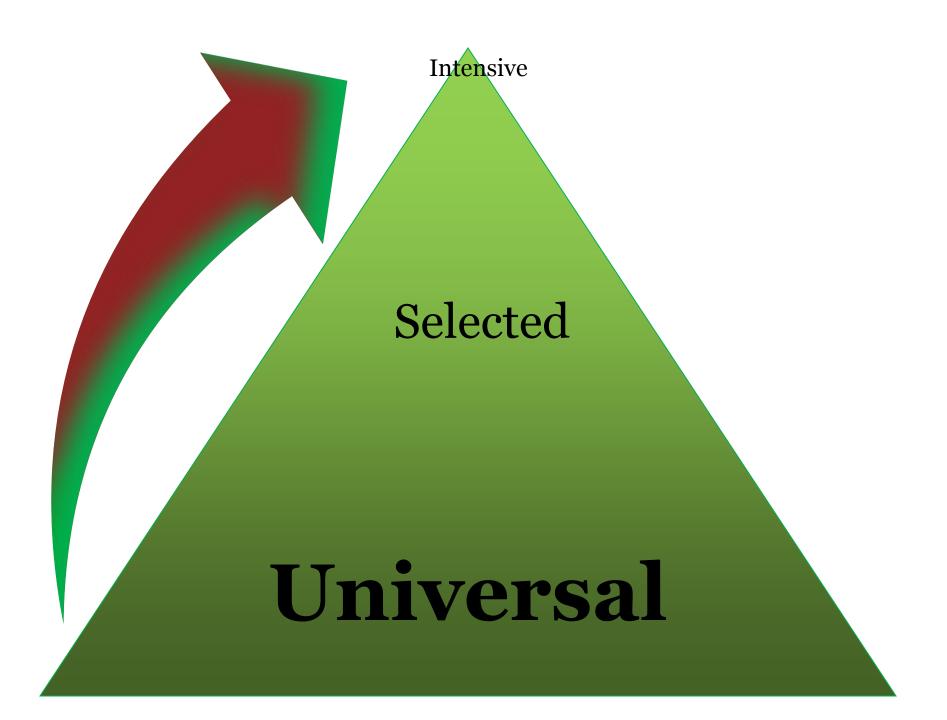




FOCUS ON FLEXIBLE
FUNDING UNDER THE
INDIVIDUALS WITH
DISABILITIES
EDUCATION ACT
(IDEA)

### Wisconsin's Vision for Response to Intervention

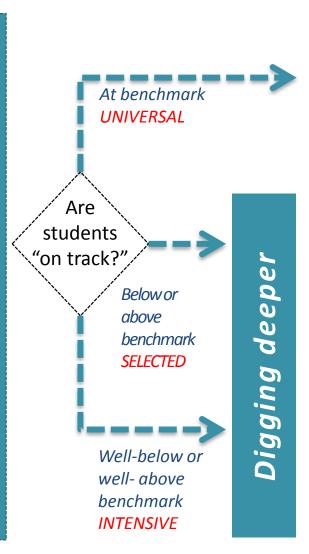






### **OUTCOME: ACADEMIC AND BEHAVIORAL SUCCESS**

instruction proces quality Screening universal High



Instruction Collaboratio n

Regular ongoing collaboration

Formative, benchmark & summative assessments

Balanced

Assessment

PLUS
Interventions
(below);
Additional
challenges
(above)

High quality

universal

instruction

PLUS increased collaboration

PLUS Progress monitoring

PLUS
Intensive
interventions
(well-below);
Replacement
curriculum
(well-above)

PLUS Frequent collaboration PLUS Frequent progress monitoring

# Why invest in systems change (Rtl)?

Change doesn't happen in isolation

Addresses gaps

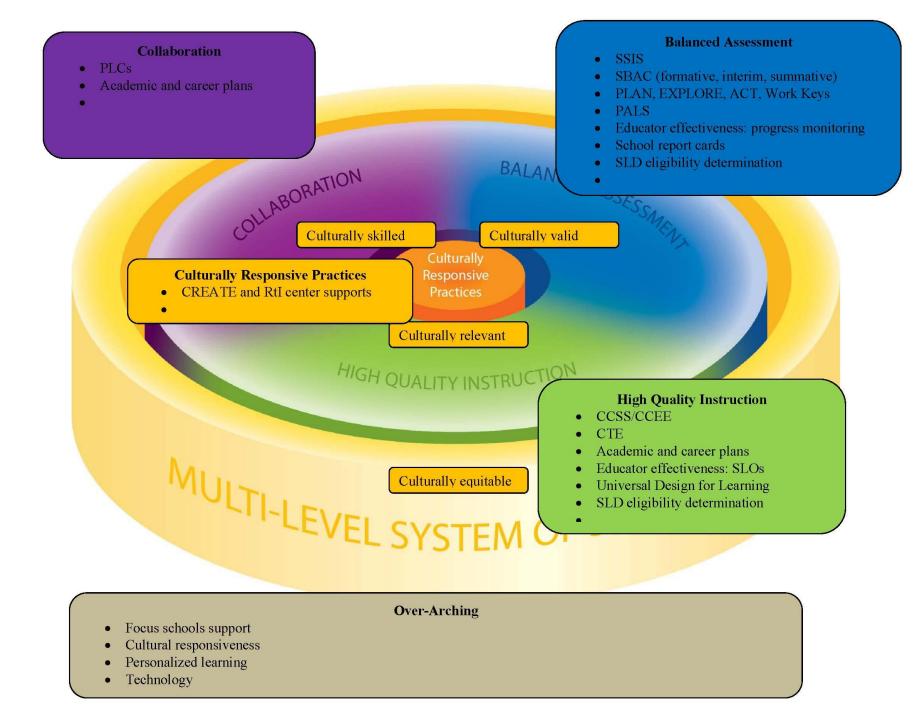
Educator Effectiveness

Results-Driven Accountability

Read to Lead Increased success for all

Data systems Accountability CCSS

IDEA 2004 and WI SLD Eligibility Criteria



# Specific, Targeted Students

### **All Students**

Literacy	Instruction	Collaboration	Assessments
Universal			
Selected			
Intensive			

# Example Resources Needed for "All Students" (Universal/Core/Tier 1)

### **Universal Supports**

Universal Curriculum

Professional resources (journals/books/etc.)

Universal screening materials

Data wall/graphing/record keeping materials

Student and staff incentives

Collaboration time / substitutes

Professional development / substitutes

Data collection software

Coaches

IT services

Laptops / iPads / iPods

Software / Apps

Wireless systems

# Example Resources Needed for "Targeted Students" (Selected/Targeted/Tertiary/Tier 2/Tier 3)



### **Increased Supports**

Intervention Curriculum

Progress monitoring materials

Data wall/graphing/record keeping materials

Coaches

Collaboration time / substitutes

Professional development / substitutes

Data collection software

IT services

Laptops / iPads / iPods

Software / Apps

Wireless systems

### Local

- Tax base
- Covers the majority of expenditures

### State

- General Aid
- Equalization Aid
- Categorical Aid

### **Federal**

- IDEA
- Title I

# Federal Funding Options

### Title I Schoolwide

- In general, covers all costs

### Title I Targeted

- Only costs associated with providing services to students qualifying for Title I services

### **IDEA Entitlement**

- Only costs associated with providing services to students eligible for special education services

### CEIS (IDEA)

- Limited allowed costs associated with the delivery of interventions

### Title I Schoolwide Set-Aside (IDEA)

- In general, covers all costs



Entitlement funds under IDEA are awarded on a noncompetitive basis for programs and services to students with disabilities

### Preschool (PS)

Provides funds for special education services to children ages 3 to 5

### Flow-through (FT)

Provides funds for special education services to children ages 3 to 21

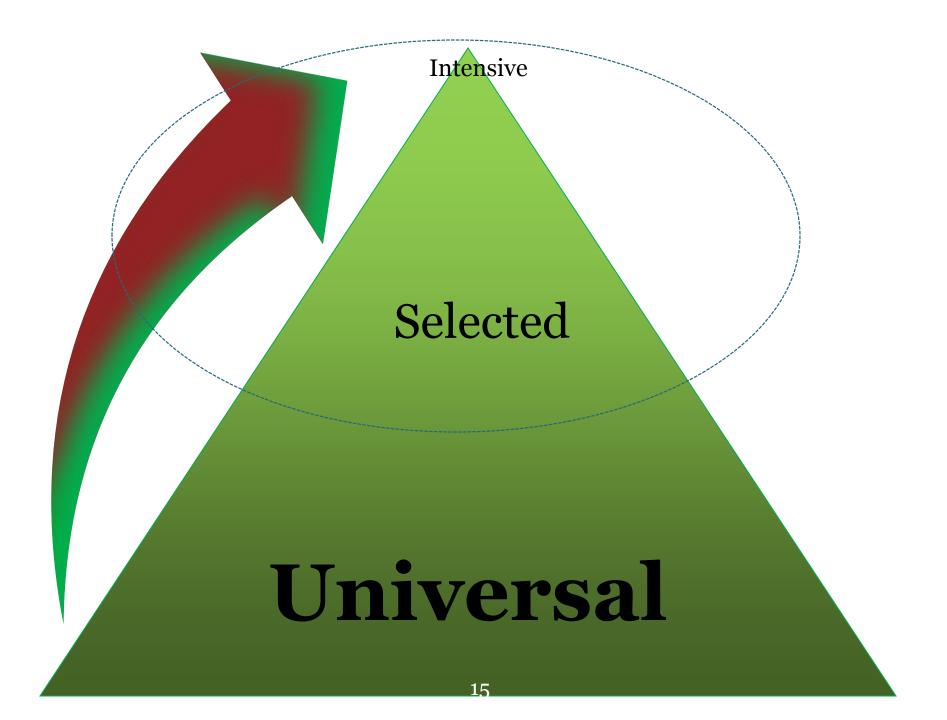
**Types of IDEA Entitlement Grants** 

# CEIS



Stands for "Coordinated Early Intervening Services"

- Up to 15% of IDEA Allocation Option for <u>ALL</u> LEAs
- Supports and services for students who need academic or behavioral help to succeed in general education but who have **not** been identified as students with disabilities
- The intent is that IDEA funds for CEIS supplement a district's support for providing a system of interventions



### The Caveat



- Not intended for students with disabilities
- Interventions funded with CEIS dollars must be provided to non-disabled students <u>identified</u> as needing additional academic and behavioral supports to succeed in general education.
- Intended for grades kindergarten (including 4K) through grade 12, with emphasis on the early grades
  - But <u>NOT</u> allowed for preschool

### TERMINOLOGY CLARIFICATION

17

### RtI

# CEIS

- Process to achieve higher levels of student success
- Funding source

 A system designed for all students

 Funds used for students <u>without</u> disabilities

# The Pieces of a "Coordinated Early Intervening System"

- A district's <u>coordinated</u> system for...
  - Identifying students at-risk for failure (screening)
  - Providing the identified students with academic and/or behavioral services and supports
  - Monitoring the identified students' response to the services and supports (progress monitoring) and using the students' data to make educational decisions
  - Ensuring staff implementing CEIS activities have received sufficient professional development and training
- Not all of the CEIS pieces can be funded with CEIS grant dollars

#### Universal Screening

- Not random selection must be "data-based"
- Students may be at risk academically or because of behavior issues
- No CEIS

#### **Interventions**

- Additional services & supports ABOVE the core
- Not differentiated instruction
- Fidelity
- Yes CEIS

#### Progress Monitoring

- Data collected on student response to intervention
- Monitoring is frequent
- Data drives future support
- Yes CEIS

#### Professional Development

 Staff need training to implement properly

• Some CEIS \*\*



• 2<sup>nd</sup> Grade Brand X Math Screener; end of unit exams; teacher conference

• 12/60

Intervention

• Math intervention during intervention/ extension time

• Not "drop-in"

Progress Monitoring

- Weekly math mini assessment/probe; biweekly teacher conference
- Data drives supports

### **Unallowed Costs**



- Core curriculum
- Universal screening
- Computers, smart boards, other technology devices
- Remodeling
- Physical, Occupational or Speech Therapy
- Special Education staff
  - Exception if individual has a special education license but is coordinating RtI activities supported by clear job description
- Student Transportation

### **Fundable Costs**



- Salary and Fringe Benefits of staff providing services
  - General Education Staff
  - Pupil Services Staff
  - Tutors / Aides
- Contracted costs of staff providing services
- Intervention instructional materials
- Software
- Training / Travel

Allowed	Not Allowed	Budget Item / Activity
		INDIRECT COSTS: The IDEA budget software allows a district to identify an indirect rate up to its negotiated indirect rate with DPI. The indirect percentage identified for the district's IDEA flow-through budget is the same percentage charged to the district's CEIS budget, as they are the same funding source.
		INSTRUCTIONAL MATERIALS: Instructional materials purchased with CEIS funds must be exclusively used for delivering coordinated early intervening services including educational and behavioral evaluations, services and supports including scientifically based literacy instruction. CEIS funds may not be used to purchase materials used in the core instructional program intended for all students
		IT STAFF SALARIES: A district may hire or contract with IT staff to carry out allowable CEIS activities. CEIS funds may not be used for activities intended for an entire class or school. The IT staff costs must be linked to specific CEIS activities and not a part of the general cost of a district's communications networking costs. District-wide networking costs must be included as a part of the district's indirect costs and are not direct budget line items.
	×	PHYSICAL OR OCCUPATIONAL THERAPIST SALARIES: OT and PT are related services provided to students with disabilities in accordance with an IEP or service plan. CEIS may only be used to serve students who are not identified as students with disabilities.
		MENTORS: A district may hire or contract with individuals or organizations for mentoring services to carry out allowable CEIS activities. A mentor, unless appropriately licensed, may not provide instruction to students. Mentors may support, reinforce, or follow-up on instruction provided by and under the supervision of an appropriately licensed general education teacher. See also "Supervision" in the Information section.

http://sped.dpi.wi.gov/files/sped/pdf/ceis-allowables.pdf

# Professional Development



CEIS may pay for professional development to

### **SUPPLEMENT**

implemented interventions in the year funds are used

If using CEIS funds, an LEA <u>must</u> provide interventions to identified students

# Significant Disproportionality



- School districts identified as having significant disproportionality must provide comprehensive coordinated early intervening services to serve children in their district, particularly children in those groups that were significantly over identified. 34 CFR 300.646(b)(2).
  - These LEAs must reserve and spend 15% of the IDEA allocation on CEIS activities
  - The activities must be for all students identified as at risk for failure, and not just the student population that was over identified for special education.

(CEIS)

### Percentage of IDEA Part B Funds



Flow-Through Allocation

\$100,000



**Preschool** Allocation

\$10,000



Total Entitlement

\$110,000



15%



Amount of IDEA funds that can be set-aside for CEIS activities

\$16,500

\*\*\*Allocation must not include any carry over amounts

Wisconsin Department of Public Instruction

### Reporting Requirements



- If a district uses IDEA funds for CEIS, then the district must report <u>annually</u> the students that received services funded with CEIS dollars
  - There are no exceptions if funds are claimed, there must be a student count for that year
- DPI reports to the US Department of Education, annually, the number of students who received CEIS and then consequently qualify for special education services within the next two years

# Planning Phase



- Complete the CEIS narrative:
  - **▼** Is there a universal screener in place?
  - ➤ How will students receiving CEIS services be identified?
  - ➤ Who will collect the student data?
  - ➤ How will the other pieces of the RtI system be funded?
  - ➤ Where will the CEIS funds be spent?
  - ➤ How will this coordinate with other district plans?

### **CEIS & Special Education**



- Students receiving special education services must have access to general education services, including general education academic and behavioral interventions (as determined by the IEP team)
  - The restriction on "special education" is specific only to CEIS <u>funding</u>
- If a referral for special education is made, a special education evaluation must be initiated
- Data collected as part of a district's CEIS activities may be used when considering if a student meets SLD criteria (some specific data are required; all data may be used)

# **Application Process**



### Any time between July 1 and June 30

- Budget
- Narrative describing RtI system
- Annual student data submission
  - Collected through ISES the next September
  - DPI reports to the US Department of Education, annually, the number of students who received services funded with CEIS and then consequently qualify for special education services within the next two years

# **CEIS & Time and Effort Reporting**

31

CFDA #84.027 (Flow-through)

Cost Objective:
 General education supports beyond the core curriculum

• Possible Cost Objective Statement:
Supports and services for students who need academic or behavioral help to succeed in general education but who have not been identified as students with disabilities.

# Accounting for CEIS Expenditures

32

• Fund: 10

• Function: Regular Education (such as 110 000)

Project Code: 341

• Revenue Source: 730

• CFDA: 84.027

# Supplement / Not Supplant



• Definition: Replacing previously existing costs with federal dollars.

- For special education, there is no supplement / not supplant provision with IDEA funds *if* an LEA is meeting maintenance of effort requirements
- HOWEVER cannot supplant Title funds with CEIS
  - Not just Title, any federal funds

### **CEIS** in Wisconsin



- In the 2010-2011 school year
  - 67 school districts expended IDEA funds on CEIS
    - ➤ Total amount expended: \$7,995,356 27% of the 15% available
- In the 2011-2012 school year
  - 86 school districts expended IDEA funds for CEIS
    - ➤ Total amount expended: \$\$9,556,375 33% of the 15% available
- In the 2012-2013 school year
  - 100 school districts expended IDEA funds for CEIS
    - ➤ Total amount budgeted: \$11,862,659.41 41% of the 15% available

# IDEA Title-I Schoolwide Set-Aside



- Section 613(a)(2)(D) of the Individuals with Disabilities Education Act
- Schoolwide programs under Title I of the Elementary & Secondary Education Act (34 CFR § 300.206)
- An LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA

# Allowable Expenditures



- Activities that support the district's approved action strategies as outlined in the ESEA consolidated application's program plan
- Any manner the LEA chooses as long as the costs are allowed under OMB Circular A-87
  - Salaries / Fringe
  - Contracted Costs
  - Curriculum Development / Materials / Software
  - Instructional Equipment

## Title I Schoolwide Set-Aside & Property Management

37

 Non-disposable items such as laptops, iPads, iPods, etc., must be tracked by the LEA as being purchased with Federal IDEA funds

 Will be monitored as part of the Special Education team's property management review



### What's the catch?

P

A

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S

- The LEA must have approved Title I schoolwide schools to participate
- Funds must be expended at the school level

(Title I Schoolwide Set-Aside)

#### Percentage of IDEA Part B Funds

Flow-Through Allocation \$100,000

Preschool Allocation \$10,000

\$10,000

Total # of SwD in LEA

\$110,000

73



\*\*\*Allocation must not include any carry over amounts

Allocation

• Only the fiscal year allocation – carryover from a prior year is not included

LEA SwD

• October 1 of the current fiscal year (for budgeting purposes use prior year count as an estimate until final counts are known)

School SwD • Students with Disabilities counted **MUST** be enrolled and attending the Title I schoolwide school

District and Eligible Title I Schoolwide School	Total number of children eligible for special education in the LEA's jurisdiction ages 3 to 21 as of Oct. 1, 2012*	Total number of children eligible for special education attending this school as of Oct. 1, 2012*
Abbotsford - Abbotsford Elementary ( 0020 )	78	35

Part B IDEA Allocation Flow-through (611) + Preschool (619)	Average IDEA Allocation per Eligible Child	Max amount of IDEA funds that may be expended at <u>this</u> school to support schoolwide activities
\$138,737	\$1,779	\$62,254
Calculation:	\$138,737 / 78 = \$1,779 * 35 = \$62,254	

This amount only available until June 30, 2013

Enter this calculation into the detailed description field in the IDEA budget Title I Schoolwide Object

#### Title I Schoolwide Set-Aside & Special Education



• Students attending the Title I schoolwide school in which IDEA funds are used for schoolwide activities, must continue to receiving special education and related services in accordance with properly developed IEPs.

#### **Application Process**



Any time between July 1 and June 30

- Submitted through the IDEA flow-through budget
- Ability to budget for this option is only available to LEAs with Title I schoolwide schools
- Detailed application instructions: <a href="http://sped.dpi.wi.gov/files/sped/pdf/idea-schoolwide-ta.pdf">http://sped.dpi.wi.gov/files/sped/pdf/idea-schoolwide-ta.pdf</a>

# Title I Schoolwide Set-Aside & Time and Effort Reporting

44)

CFDA #84.027 (Flow-through)

- Cost Objective:
   Support of a school's Title I schoolwide activities
- Possible Cost Objective Statement:
  Implements activities addressed in the building's
  Title I schoolwide plan

#### Accounting for Title I Schoolwide Expenditures

45

• Fund: 10

• Function: Regular Education (such as 110 000)

Project Code: 341 or 347

• Revenue Source: 730

• CFDA: 84.027

#### Supplement / Not Supplant



• Definition: Replacing previously existing costs with federal dollars.

- For special education, there is no supplement / not supplant provision with IDEA funds *if* an LEA is meeting maintenance of effort requirements
  - Since these are technically special education funds, the supplement/not supplant rules apply to the set-aside rather than the supplement / not supplant rules of the Title I-A program.

#### Supplement / Not Supplant

47

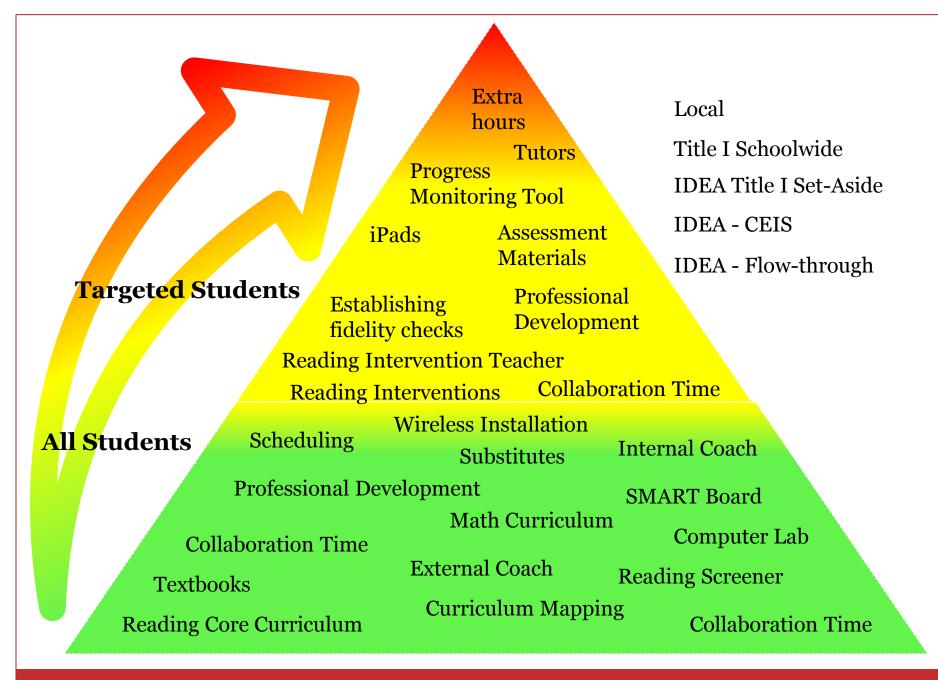
• Definition: Using Federal funds to pay for a state mandate.

- Wisconsin Act 166 requires that districts use PALs, an early literacy screener, for all kindergarten students (<a href="http://oea.dpi.wi.gov/oea\_pals">http://oea.dpi.wi.gov/oea\_pals</a>)
- IDEA Title I Set-Aside funds *may not* be used to pay for this screener or the administering of the screener

#### TI Set-Aside & CEIS



- LEAs may choose annually to utilize IDEA funds for either TI Set-Aside or CEIS
- Each LEA will need to address/discuss concerns that IDEA funds are being spent on regular education activities as opposed to special education activities.
  - With a strong RtI-type system in place, LEAs should see a decrease in the number of students identified as needing special education programming.



### Professional Development and Technical Assistance





www.wisconsinrticenter.org

www.wisconsinpbisnetwork.org

#### Conclusion



- RtI integrates many initiatives, and it isn't going away.
- RtI has some features that are for ALL students, and some for specific students that have been systematically identified as needing additional supports. This impacts which sources of funds are allowable for each feature.
- Examine all costs associated with RtI implementation, and apply the most appropriate funding source.